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ABSTRACT

The project sought to develop guidelines and materials to more fully integrate paraprofessional personnel into special education programs administered by public schools and other provider agencies, and to improve the performance and productivity of paraprofessionals working in elementary and secondary level special education programs. Overall goals of the project included collecting and assessing information on best practices in the field, developing and pilot testing a technical assistance manual and users guide for administrative personnel, developing and pilot testing a series of competency-based instructional modules designed to meet the identified training needs of paraprofessionals, and sharing and disseminating the products developed by the project. This final report contains a project overview, summary of project activities by year, and project results and recommendations. Appendices, which make up the bulk of the document, include survey instruments, checklists to assess the useability of materials, instructional objectives for administrators, paraprofessional competencies, evaluation instruments, and announcements of the availability of project-related materials. (JDD)

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ED316959

FINAL PERFORMANCE REPORT

A COMPREHENSIVE PROGRAM OF TECHNICAL ASSISTANCE TO PREPARE ADMINISTRATORS AND STAFF DEVELOPERS TO IMPROVE THE PERFORMANCE AND TRAINING OF PARAPROFESSIONALS

(Grant # G008530189 - 87)

EC 220566

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	THE EMPLOYMENT AND TRAINING OF PARAPROFESSIONAL PERSONNEL: A TECHNICAL ASSISTANCE MANUAL FOR ADMINISTRATORS AND STAFF DEVELOPERS	

November, 1988

FINAL PERFORMANCE REPORT

Grantee:	The Graduate School and University Center, Research Foundation of the City University of New York (The National Resource Center for Paraprofessionals in Special Education, Center for Advanced Study in Education) Room 620N, 33 West 42nd Street, New York New York 10036
Grant #:	G008530189 - 87
Project Title:	84.029 A Comprehensive Program of Technical Assistance to Prepare Administrators and Staff Developers to Improve the Performance and Training of Paraprofessionals
Project Directors:	Alan Gartner and Anna Lou Pickett

I. OVERVIEW OF THE PROJECT

The impact of providing new and improved educational and rehabilitation services for children and youth has brought about a need for increased personnel and differentiated staffing arrangements in various educational programs and service delivery systems nationwide. It has created changes in the roles and responsibilities of all professional personnel including teachers, rehabilitation specialists, physical, occupational, and speech therapists, and other professional service providers, and has caused policy makers to seek alternative sources of human power. As a result they have increasingly turned to paraprofessional workers as one method to supplement and extend the programmatic and administrative functions of teachers and other professional personnel.

Despite the fact that paraprofessionals have become major contributors in the delivery of programmatic and instructional services, procedures for their deployment, supervision and evaluation have remained informal and unstructured in many local school districts. Further training is sporadic and highly parochial, and few states and locales have developed criteria for career mobility tied to mechanisms certifying mastery of skills required to perform their assigned tasks.

The activities that comprised the work of this project of national significance were designed to develop guidelines and materials to provide administrators and staff developers with information they can build on: 1) to more fully integrate paraprofessional personnel into different programs

administered by public schools and other provider agencies, and 2) to improve the performance and productivity of paraprofessionals working in elementary and secondary level special education programs.

The overall goals of the project fell into three basic categories and included collecting and assessing information on best practices in the field; developing and pilot testing a technical assistance manual and users guide for administrative personnel; developing and pilot testing a series of competency based instructional modules designed to meet the identified training needs of paraprofessionals; and sharing and disseminating the products developed by the project to a broad audience of SEAs, LEAs, regional resource centers, institutions of higher education and other community based service providers.

The project objectives included:

1) Determining the state of the art with regard to: a) current roles and potential new duties for paraprofessionals; b) training procedures, methods, and materials in use in various locales and settings; c) criteria for employment and standards for career advancement and mobility established by SEAs, LEAs, and other comparable delivery systems; d) criteria established by agencies to evaluate productivity and effective performance of paraprofessionals; and e) examples of cost effective collaborative training networks that combine the financial and personnel resources of IHEs and service providers to provide inservice and continuing education for paraprofessionals.

2) Developing a criteria checklist to identify the most successful elements, practices, and methods that have been used to improve the performance and to establish systematic training for paraprofessionals.

3) Developing and pilot testing the technical assistance manual and instructional modules in different demographic and geographic areas of the country.

4) Implementing a system to disseminate and share the products and technical assistance materials developed by the project to the various audiences that are utilizing and benefitting from the concepts, technologies and materials.

II. SUMMARY OF PROJECT ACTIVITIES

The activities of this project were divided into three phases.

A. PHASE 1 - (Year 1)

We surveyed the literature and identified existing manuals and training materials designed to provide technical assistance and guidelines to SEAs and LEAs to enable them to improve the performance, supervision, and training of paraprofessionals. To fully develop this task we used the following methodology:

1.1 We conducted a review of the literature based on material available from standard resource and reference systems (ERIC, etc.) However, because many of the guides and materials are not included in these formal resource and data systems and, therefore, are not easily accessible to the field, we contacted the following education and human service systems to seek manuals and training materials designed to enhance the performance and use of paraprofessionals:

a) state education agencies
b) state administering agencies for MR/DD and councils for the developmentally disabled
c) state agencies for youth and family services, and we
d) reviewed products produced by technical assistance projects funded by federal agencies such as DHHS, DOL, and DOE that contained relevant material.

1.2 We conducted a survey of SEAs to update and develop information on a) current duties and potential new roles and responsibilities for paraprofessionals, b) criteria for employment and standards for career advancement and mobility established by SEAs and comparable delivery systems, and c) examples of collaborative training networks that combine the financial and personnel resources of service providers and IHEs. (See Appendix A for survey instruments.)

1.3 We developed a criteria checklist to assess the existing technical assistance manuals and instructional materials in order to identify innovative and successful practices, elements, methods and tools. The standards we used to assess the material included:

a) readability and clarity of content
b) usability and transferability of the technology across geographic, cultural, ethnic, economic, urban and rural systems, and programmatic lines;
c) longevity of the model - has it withstood the test of time and financial crises;
d) relevance, cost benefit, and application for various jurisdictions and service delivery systems concerned with improving the performance and training of paraprofessionals; and
e) innovative use of network building, outreach/techniques, and problem solving strategies across agency/system lines. (See Appendix B for Criteria Checklist.)

1.4 We appointed and convened a panel of experts to review the checklist, the manual and training material and to provide guidance with regard to the development of the various components of the project. The members of the panel were selected based on their knowledge and understanding of the

changing and developing roles of paraprofessionals and the impact this has on the overall delivery of services, teacher training, and other factors that affect the performance and use of paraprofessionals. The panel represented administrators from SEAs and LEAs, staff developers and trainers from institutions of higher education. The panel met once during year 1. Ongoing contact was maintained by mail, phone, and at the annual meetings of various professional organizations throughout the rest of the project. The following people served on the panel. 1) Phyllis Kelly, Director of Paraprofessional Programs for the Kansas State Division of Special Education, 2) Leonard Fitts, Assistant Superintendent of Schools, Lower Camden, New Jersey, 3) Richard White, Assistant Professor, Department of Educational Leadership and Instruction, University of North Carolina, Charlotte, 4) Karen Faison, Director of the Kellogg Model Curriculum Project to prepare paraprofessionals, Nebraska, 5) Barbara Semrau, Director, Focus on Children, Arkansas, 6) Elsa Brizzi, Educational Consultant, The Los Angeles Intermediate School District, and 7) Virginia Beridon, The Louisiana State Division of Special Education.

We prepared and pilot tested a comprehensive assistance manual and instructional modules for paraprofessionals incorporating the most successful elements and practices identified through the activities in Task 1. In order to produce the manual we used the following methodology.

2.1 We developed a framework and content for the technical assistance program and manual that included the following sections.

1) A users guide containing guidelines, procedural checklists, discussions of considerations that influence the design and implementation of a systematic training program, the development of personnel practices to improve the performance of paraprofessionals, and resource material identified through the review of the literature; and

2) Six competency based instructional modules for paraprofessionals developed through:

a) task analyses and comparisons of roles and duties of paraprofessionals in a variety of programs and settings conducted by the NRC and other projects to prepare paraprofessionals. (Items on the criteria checklist were used to assess the content and format of the material.) The modules include units on developing and improving: a) the teacher/paraprofessional team, b) appropriate instructional and non-instructional duties for paraprofessionals, c) legal, ethical and professional

duties of paraprofessionals, d) orientation to special education services and students with special needs, e) behavior management skills, f) the instructional process and basic teaching skills, and g) emergency procedures. (See Appendix C for a list of Competencies used to develop the content.)

B. PHASE II - (Year 2)

This intermediate phase of the work of the project was designed to test the technical assistance program and products developed in Phase I. We field tested the manual and training material on two different levels in order to determine: a) the usability and viability of the manual and users guide from the perspective of policy makers and adminstrators responsible for developing personnel practices and other administrative procedures to improve the utilization of paraprofessionals, and b) the relevance of the instructional materials to the identified training needs of paraprofessionals, and the quality of the material as measured by evaluations of trainers and paraprofessionals in the in-service program developed by the participating agencies.

The technical instructional materials were pilot tested in six locations representing different jurisdiction (state and local provider agencies), geographic and demographic areas across the country. We used the following methodology.

3.1 We established criteria for site selection in consultation with the review panel. The selection included: a) previously identified local needs to train paraprofessionals, b) readiness to implement a training program, c) commitment and support for the development of a paraprofessional training project, and d) willingness to gather data on the effectiveness of the material.

3.2 We used the existing resources of the National Resource Center for Paraprofessionals, organizations representing administrative and provider agencies, professional organizations and other groups to reach out to potential participants. The sites we selected included: The Los Angeles Office of Education, The Ohio Regional Resource Educational Centers, The Council of Rural School Superintendents in Nevada, The Lower Camden County High School District in New Jersey, The Kansas Facilitator Project, and The Colorado Department of Education.

3.3 We used a training of trainers model to prepare staff developers to field-test the instructional material. (It should be noted that trainers who participated in the pilot testing and evaluation activities included community college personnel, state department consultants, teachers, and paraprofessionals.)

3.4 The content in the manual and training modules was revised using the results of the evaluations and feedback from both the participants in the field testing and the review panel. (See Appendix D for copies of evaluation instruments used by various participants at different stages of the project.)

C. PHASE III - (Year 3)

The work of the third and final phase of this special project of national significance was designed to: a) disseminate information about the availability of the products to a wide audience of service providers throughout the broad range of education and rehabilitation services; and b) develop a mechanism to insure the on-going availability of the products to the field. In addition to the specific dissemination activities designed to meet the goals of this project, we announced the availability of the materials in New Directions, the quarterly newsletter of the NRC, and operated a "Switchboard Service" that provided immediate responses to inquiries from the field and a broad range of issues and concerns with regard to paraprofessionals.

We implemented a national dissemination plan using the following methods and techniques to reach policy makers, administrators, representatives of 2 and 4 year IHEs, and staff developers representing service providers with diverse needs and skills but shared concerns and mandates.

4.1 We designed a seminar as part of a technical assistance system and presented workshops at a variety of forums including 1) annual meetings of the Council for Exceptional Children and the Teacher Education Division of CEC, The Association for the Severely Handicapped, The National Rural Personnel Preparation Project, The Association of University Affiliated Facilities, The National Native American Conference on Developmental Disabilities and other professional/employee organizations, and 2) training seminars sponsored by the Maine Paraprofessional Training Network, The Oklahoma and Louisiana Departments of Education, The Midwest Consortium of Paraprofessional Trainers, local school districts in New York State, New Jersey, Ohio, Florida, and Pennsylvania, and teacher education programs located at the University of Nebraska-Lincoln and Pacific Lutheran University in Tacoma.

4.2 We announced the availability of the materials through SPECIAL NET, a mailing to more than 3000 service providers, institutions of higher education and state education agencies. As a result, orders for more than 500 copies of the modules had been received at the end of the grant period. We will continue to make the materials available through the on-going activities of the NRC, and procedures for reprinting the materials are in place. (See Appendix E for Copies of Announcements.)

III. PROJECT RESULTS AND RECOMMENDATIONS

Commitments have been made at federal, state, and local levels to improve the quality and variety of services available to meet the diverse needs of all people with disabilities in public school programs and other community based related service delivery systems. While significant advances have been made in the field, over the last ten years, there are many "second generation" problems including shortages of personnel in all programmatic areas that remain.

To continue to bring about improvement in every facet of the instructional process and other direct services required by students with special needs, all of the "players" must be prepared to assume the roles they are assigned to perform - including paraprofessionals - the fastest growing yet most under-recognized, under-prepared, and therefore, under-utilized category of personnel in the service delivery system. The current focus and intense interest from public and private agencies, employee and professional organizations, and consumer advocacy groups on restructuring and improving educational practices and systems makes this an ideal time to look ahead and (re) evaluate both tested and new strategies to improve personnel practices as they relate to the utilization and training of paraprofessionals.

The results of the work of this project revealed issues and concerns that SEAs, LEAs, IHEs, and professional organizations need to explore more fully. One of the most important is the need to develop incentives for paraprofessionals in the form of career ladders (promotion and upward mobility) as a means of 1) easing continuing shortages in the ranks of teachers, therapists and other professionals that exist in so many localities; and 2) recruiting and maintaining a cadre of skilled and commited direct service staff who understand the students they serve and the communities where they live. These procedures should establish standards based on identified competencies, and develop structured training programs. These systems will be more effective if they include some or all of the following conditions and techniques:

- They should provide opportunities for systematic in-service training. This training should be based on task/job analyses of the work paraprofessionals actually perform in today's classrooms. The training should include both formal classroom sessions as well as supervised on-the-job training.

- They should provide easier access to more flexible advanced degree programs for paraprofessionals who want to become teachers.

- They should be tied to the efforts that are presently underway to enhance the professionalism of teachers and to increase opportunities for career advancement and mobility for them. The design and implementation of career ladders should take into account and build on the changes in the duties of teachers and paraprofessional alike.

- They should incorporate differentiated staffing patterns that allow for multiple points of entry for both paraprofessionals

and the professional colleagues. And they should include specific standards for upward mobility through separate and discreet levels of employment, thereby allowing people to enter the system where they want to and to end their career advancement based on personal goals and job preference.

- These or other alternatives for training and career mobility for paraprofessionals should be developed cooperatively by state and local education agencies, two and four year colleges, and professional and employee organizations. These efforts should enable the agencies to combine human and financial resources, and therefore, lead to a statewide comprehensive plan of training and career development that will improve the contributions and productivity of paraprofessionals.

The lack of access to systematic training and opportunities for career mobility are not the only problems that influence the quality of on-the-job performance of paraprofessionals. Teachers and other professional personnel are at best unevenly aware of the changing and expanding duties of paraprofessionals. They are not trained to supervise paraprofessionals and other support personnel or to assess the potential for even greater utilization that will free professional staff members to provide more individualized instruction for students. Policy makers in state and local education agencies and administrators in teacher education programs need to institute joint planning efforts to develop both pre and inservice training to prepare teachers to assume these new roles.

In addition to the efforts that are underway to improve and reform educational practices and to re-enforce the concept of teaching as a profession, as the regular education initiative to unite special and general education will almost certainly have a direct impact on the roles of paraprofessionals. All indications are that paraprofessionals will be called on to serve as liaisons between special and general education to facilitate (re) entry of students with special needs into general education programs. Further, the increased interest displayed by various professional organizations as well as the continuing shortage of personnel to provide related services e.g. PT, OT and speech therapy is drawing attention to the need to develop competencies necessary for paraprofessionals who are beginning to work in these support services.

Finally, the results of the activities of this project have established an urgent need to develop instructional programs to prepare paraprofessionals to work in 1) early childhood programs for infants, toddlers, and young children with disabilities, and 2) secondary and transitional community based supportive work/vocational training programs for teenagers and adults with disabilities. While there are several reasons for this, the most important is directly attributable to the fact that both of these components of service delivery systems are highly labor intensive, therefore, school districts are almost automatically including paraprofessionals in the staffing arrangements they are developing in order to provide individualized services for students in these diverse and rapidly emerging program areas.

THE FUTURE

Looking beyond the current state of the art, there is a growing need for policy makers and educators to begin to assess the skills paraprofessionals or the "new technicians" will require as a result of the introduction of new methods and instructional strategies to meet the educational needs of children and youth with special needs. While the changes described throughout this report have been evolutionary and based on fairly standard practices, the changes that will occur between now and the turn of the century will be more radical as the use of computers, telecommunications, video and other technologies becomes common place in the classroom. These changes will in turn have an impact on the content, form, and format of training programs and personnel practices that neither institutions of higher education nor state and local education agencies have started to address.

APPENDIX A

SURVEY INSTRUMENTS

The Graduate School and University Center
of the City University of New York

National Resource Center for Paraprofessionals in Special Education
Center for Advanced Study in Education: New Careers Training Laboratory
33 West 42 Street, New York, N.Y. 10036
212 840-1278, 7619

MEMORANDUM

TO:

FROM: Anna Lou Pickett, Director
The National Resource Center for
Paraprofessionals in Special Education
and Related Services (NRC)

The National Resource Center has been funded by the Division of Personnel Preparation of the Office of Special Education and Rehabilitation Services (USDE) to develop a program of technical assistance to assist policy makers and program developers in their efforts to improve the performance and training of paraprofessionals.

The primary goals of the project are to develop a manual and users guide that will provide administrators with procedures, guidelines and information they need: 1) to design job descriptions that reflect the changing duties of paraprofessionals, set standards for employment and career mobility, and establish criteria to assess the contributions and effectiveness of paraprofessionals; and 2) to design and implement systematic and standardized training programs for paraprofessionals.

In order for us to develop products and tools that will be valuable and meet your needs, we are seeking your help and would greatly appreciate it if you or a member of your staff would respond to the enclosed survey. We know how busy your schedule is and how many requests like this you receive, so we have kept the questionnaire as brief as possible. In addition, at the end of the survey, we have included a list of information about your state we hope you will be willing to share with us.

We will, of course, share the results of this survey with you as well as the various materials and products that will be developed as part of the work of this three year project.

Thank you.

SURVEY: STATE DEPARTMENTS OF SPECIAL EDUCATION - THE EMPLOYMENT AND TRAINING OF PARAPROFESSIONALS IN SPECIAL EDUCATION (1985-86)

1. How many paraprofessionals are currently employed in special education and related services in your state?
   a. Number in Public Schools _____
   b. Number in State operated Training Schools (if available) _____
   c. Number in Early Intervention and Pre-School Programs (if available) _____

2. Does your state include paraprofessionals in its reimbursement system for LEAS?
   Yes_____ No_____ If yes, what is the formula_____
   _____

3. Is utilization of paraprofessionals mandated in any state program or category?
   Yes_____ No_____ If yes, which program(s)? Please list:
   _____
   _____
   _____

4. What agencies in your state provide inservice training to paraprofessionals and how is it funded?
   a. Provided directly by the SEA_____
   b. Local districts are reimbursed by the SEA to provide the training_____
   c. Local districts provide the training through tax levy or other funds_____
   d. Provided locally through contracts with institutions of higher education (2 or 4 year colleges)_____
   e. Provided through state operated regional resource centers_____
   f. Other (Please describe)_____
   _____
   _____

5. Does your state department (or another agency) have a certificate, permit system for paraprofessionals? Yes_____ No_____
   a. If yes, is it for:
      1. Special Education paraprofessionals only_____
      2. The same for all paraprofessionals in all education programs_____
      3. Is it mandatory and applied statewide_____
      4. Is is voluntary and left to the discretion of the local education agencies_____

b. If no, do you have administrative guidelines or other criteria for the employment of paraprofessionals Yes_____ No_____

Please describe _____

_____

_____

6. Does your state department have regulations requring teachers to be trained to supervise and work more effectively with paraprofessionals?

Yes_____ No_____

a. If yes, are they for specific program areas? Please list:

_____

_____

7. Does your state have a formal network designed to provide systematic training through collaborative efforts between the SEA, LEAs, IHEs, and other service delivery systems?

Yes_____ No_____

If yes, please describe the system_____

_____

_____

8. In order for us to develop a program of technical assistance and instructional materials that will meet your needs we would appreciate it if you would take the time to share your identified needs, ideas and concerns, with regard to the employment and performance of paraprofessionals with us.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

We would appreciate it if you would send us descriptions of: 1) the model(s) used by your state to train paraprofessionals, 2) any training material you have designed to train paraprofessionals, 3) certification/permit standards, or guidelines for employment, and 4) other state regulations regarding the training and employment of paraprofessionals.

Name of Person completing form_____

Title_____Agency_____

Address_____Telephone number_____

Is there anyone else in your agency, a local education agency, or an institution of higher education that you are aware of who is concerned about the training and employment of paraprofessionals who we should contact?

Name_____Title_____

Agency_____Address_____

Telephone number_____

Name_____Title_____

Agency_____Address_____

Telephone number_____

Thank you. Please return this form to:

Anna Lou Pickett, Director
The National Resource Center for Paraprofessionals
in Special Education and Related Services
CASE/NCTL
Graduate School and University Center
33 West 42nd Street
New York, New York 10036

APPENDIX B

CRITERIA CHECKLIST

CRITERIA CHECKLISTS

INTRODUCTION

The checklists were designed to review and assess the usability of the materials, transferability across delivery systems and demographic areas and they were used primarily by the review panel and project staff who were all familiar with the training of paraprofessionals in special education and related services.

The items on the criteria checklists were used to evaluate the technical assistance guidelines, procedures, strategies and instructional material developed by other programs and agencies as well as the Technical Assistance Manual and Instructional Modules developed as part of the work of this project. They were also used to analyze and identify successful models and practices that have been developed by state or local education and other agencies to establish systematic training programs and employment systems for paraprofessionals. In addition, appropriate items from the checklists were incorporated into the evaluation instruments designed for the pilot testing phase of the project.

PART I - General Information

Name of Material - Model - Program _____

_____

_____

Name of Agency or Source _____

_____

Contact _____
Name Title

_____ ( )
Address Phone Number

Type of Material/Model _____Trainer/Instructional _____Written ____Video

_____In-service model _____Pre-service model

_____Personnel Practices (underline appropriate item)

Job descriptions/ Career ladders/Career mobility for paraprofessionals, performance evaluation, other (please specify)_____

_____

This material/model is designed for use in the following

Program Areas: _____Regular and/integrated Special Education_____Early Intervention Program_____Elementary_____High School/Vocational Education_____General Paraprofessional Training_____Other (please specify)

Target Audience (check all that are appropriate) _____Policy Makers/Agency Administrators_____Staff Developers_____College Personnel

_____Teachers _____Paraprofessionals _____Others

Publisher_____

_____

Authors/Developers_____

_____

Date _____

Cost to User_____

_____

PART II - Philosophy of the Material

	no		somewhat		yes	NA
1. Does the content and training emcompass the principle of normalization?	1	2	3	4	5	
2. Is the overall philosophy of the instructional material or service delivery system based on the developmental assumption?	1	2	3	4	5	
3. Does the model/material stress placing students in the least restrictive alternative?	1	2	3	4	5	
4. Does the content encourage a) due process, b) respect for the rights of students and parents, and c) assume that all staff should be student advocates?	1	2	3	4	5	
5. Does the material or model recognize the unique contributions paraprofessionals make to the instructional process?	1	2	3	4	5	

Comments_____

_____

_____

Part III - Instructional Material

A. Content

1. Briefly described the content of the material.

2. a) Is the material competency based? _____yes _____no _____NA

b) Are there instructional objectives? _____yes _____no _____NA

c) Are there performance objectives? _____yes _____no _____NA

d) Are there practicum/homework activities? _____yes _____no _____NA

3. a) What programmatic area is the material appropriate for?

_____infant _____early childhood _____adolescent

_____adult _____crosssection of programs and ages

b) Does the material suggest or use age appropriate materials, behavior management techniques and materials? (e.g., if the material is specifically designed to train paraprofessionals to work in vocational training programs are the suggested activities designed for teenagers or adults rather than small children? _____yes _____no _____NA

4. Does the material include assessment instruments and/or suggested evaluation procedures? _____yes _____no _____NA

5. In your opinion how would you rate:	Poor				Good	Excellent
a) the format and design (usability) of the training material (are the materials, easily reproductible? Can the individual units be used independently?	1	2	3	4	5	
b) the overall quality of the material	1	2	3	4	5	
c) the credibility of the material (is it based on accepted practices and procedures)	1	2	3	4	5	
d) the thoroughness of the material	1	2	3	4	5	

6. In the opinion of the reviewer can the material be used:

a) across geographic boundaries _____yes _____no
b) in various cultural settings _____yes _____no
c) urban areas _____yes _____no
d) in rural areas _____yes _____no
e) in most agencies providing educational services to children and youth with special needs _____yes _____no

7. In the opinion of the reviewer is this material appropriate for training paraprofessionals to work in special education and related service programs? ____yes ____no.
Briefly describe the strengths and weaknesses of the material. Should it be part of or adapted for use in the instructional material component of the technical assistance manual?

_____

_____

_____

_____

_____

PART IV - Personnel Practices in Programs Employing Paraprofessionals

1. Briefly describe the agency, the age and disability level of the clients it serves, employment practices and procedures used by this model and the number of years it has been operating.

2. Does the program have a job description(s) that acknowledges the paraprofessional as a member of the instructional team? ____yes ____no

3. Is the model based on or could it lead to the development of a viable career ladder for paraprofessionals? ____yes ____no

comments: _____

_____

4. Do the personnel practices include opportunities for systematic inservice training or continuing education? ____yes ____no

please describe_____

_____

_____

5. Does the model show an innovative use of network building and collaborative efforts between IHEs and service providers?

_____

_____

6. Has the model been implemented or adapted by another agency? ___yes ___no If so was it in the same state or region? _____. In another geographic area where _____? With a broad range of cultural and ethnic groups_____

_____

7. Do the suggested guidelines for policy makers and administrators offer practical suggestions and procedures that could be adapted by other agencies to develop:

a) job descriptions for paraprofessionals that will be generic and meet overall agency needs rather than individual program needs ___yes ___no ___NA

b) systematic inservice training for paraprofessionals ___yes ___no ___NA

c) develop networks for training across service delivery lines and/or in collaboration with IHEs ___yes ___no ___NA

d) appropriate criteria for evaluating on-the-job performance of paraprofessionals ___yes ___no ___NA

e) develop viable career ladders that will lead to genuine career advancement opportunities ___yes ___no ___NA

f) develop opportunites for career mobility across agency or system lines ___yes ___no ___NA

APPENDIX C

1. INSTRUCTIONAL OBJECTIVES FOR ADMINISTRATORS

2. PARAPROFESSIONAL COMPETENCIES

INSTRUCTIONAL OBJECTIVES FOR ADMINISTRATIVE PERSONNEL

Technical Assistance Project

The content in the technical assistance program including the comprehensive manual and users guides and materials for staff developers and trainers will prepare administrative personnel to:

- determine the impact of changing roles and increased utilization of paraprofessionals on programmatic and personnel practices in the LEA, intermediate unit or other delivery system;
- develop job descriptions for paraprofessionals;
- develop a plan for deploying paraprofessionals based on the actual skills of the paraprofessional;
- set standards for career mobility including career ladders and opportunities for professional advancement for paraprofessionals;
- establish procedures and criteria to evaluate the contributions, productivity and effectiveness of paraprofessionals;
- develop and implement a systematic learning program for current and newly employed paraprofessionals based on identified competencies; and
- develop collaborative training efforts between the local school district, IHEs, and other service delivery systems using the combined financial and human resources of the various agencies to improve opportunities for career mobility for paraprofessionals.

Paraprofessional Competencies

Technical Assistance Project

I. The Paraprofessional in the Classroom - Roles and Responsibilities

A. Understanding the Roles and Duties of Paraprofessionals

The paraprofessional will demonstrate:

- A knowledge of the administrative and non-instructional duties of paraprofessional personnel, in the school;
- A knowledge of the changing and expanding duties of paraprofessionals in the instructional process;
- A knowledge of the roles and duties of the teacher as a classroom manager;
- A knowledge of the differences between the roles and responsibilities of the teacher and paraprofessional; and
- A knowledge and respect for the rights of students and parents including due process, privacy and confidentiality, the right to an appropriate education in the least restrictive environment, and the right to a quality education program based on an IEP.

B. Working Effectively with Professional Team Members

The paraprofessional will demonstrate:

- A knowledge of the roles and duties of other professional personnel and administrative staff in the service delivery system;
- A knowledge of the legal, ethical and professional standards of conduct established by the local school district; and
- An ability to use effective communication and problem solving skills that will strengthen the effectiveness of the instructional team.

II. Understanding Students with Special Needs

The paraprofessional will demonstrate:

- A knowledge of basic terms and principles used to describe normal human growth and development;
- A knowledge of major developmental stages of physical, cognitive, language and social/emotional development;
- A knowledge of local educational programs and related services available for students with special needs and their parents;
- A knowledge about the characteristics and unique needs of the students served in the program or classroom where the paraprofessional work including instructional strategies, adaptive equipment, and basic signing.

III. Understanding the Instructional Process

A. Using Instructional Strategies and Methods

The paraprofessional will demonstrate:

- A knowledge of the various components of the instructional process including the IEP, collecting and recording data, formal and informal assessment, classroom management, behavior management, behavioral interactions and interventions, instructional objectives and teaching strategies.
- An ability to prepare appropriate instructional objectives including the behavior the child is expected to learn, conditions and the criteria to determine how well the task is performed;
- An ability to maintain learning areas;
- An ability to task analyze a behavior and prepare a step by step lesson based on the analysis;
- An ability to conduct an individualized lesson under the direction of the teacher including; preparing material in advance, establishing attending behavior, teaching one concept at a time, giving clear, concise directions, modeling/prompting when appropriate rewarding correct responses (using appropriate reinforcement.)

B. Understanding and Applying Behavioral Management Techniques

The paraprofessional will demonstrate:

- A knowledge of observable and measurable behavior;
- An ability to observe and record data objectively by using behavioral checklists and other assessment tools developed by the teacher or agency;
- An ability to assist the teacher in implementing behavior intervention programs for each student in the classroom using behavior management techniques and strategies developed by the teacher.

IV. Understanding Emergency, Health and Safety Procedures

The paraprofessional will demonstrate:

- A knowledge of emergency procedures developed by the district;
- A knowledge and ability to use First Aid procedures;
- An ability to perform CPR;
- An ability to assist a person who has a seizure;
- A knowledge of body mechanics; and
- An ability to use these principles to avoid personal injury or injury to a student.

APPENDIX D

EVALUATION INSTRUMENTS

The Graduate School and University Center
of the City University of New York

National Resource Center for Paraprofessionals in Special Education
Center for Advanced Study in Education: New Careers Training Laboratory
33 West 42 Street, New York, N.Y. 10036
212 840-1278

To: Trainers (Paraprofessional Training Project)

From: Anna Lou Pickett, Project Director

Thank you for participating as a trainer in this project of national significance. The work of the project is supported by a grant from the Division of Personnel Preparation, Office of Special Education and Rehabilitation Services, USDE. The goals of the project include: a) developing and pilot testing a series of instructional modules for special education paraprofessionals; b) assessing the transferrability of the content, activities and exercises to various geographic areas, urban and rural sites, and programmatic settings; c) evaluating the usability and appropriateness of the content and format of the modules.

We would appreciate it if you would 1) take a few minutes at the end of each of the training sessions to evaluate the content, handouts, activities and exercises that were part of the material for that session, and 2) at the end of the training program complete form #2 the evaluation of the usability of the format.

Do not worry about typos. They will be corrected during the final editing process. However, if you do notice glaring omissions or other problems with the material in a given unit we would appreciate it if you would make notations on the evaluation form.

The results of the evaluations will be used to revise and edit the material at the end of the pilot testing.

TRAINER EVALUATION FORM #1
- Individual Training Sessions -
Paraprofessional Instructional Material
Pilot Testing - 1986-87 School Year

Name of School District (RRC)_____ State_____

Your Name and Address (optional)_____

_____

Name of Individual Training Session_____

_____

Directions: Please complete this questionnaire as fully as you can. Use the 5 point rating scale for each item - circling the rating you feel best describes your opinion on each item.

	Low		Average		High
1) Were the instructional objectives for unit clearly presented?	1	2	3	4	5
2) Were the stated instructional objectives for this unit met?	1	2	3	4	5
3) Was the subject area content in this unit relevent to the training needs of the paraprofessionals in your district?	1	2	3	4	5
4) Is the subject area content of the material in this unit based on currently accepted best practices and procedures in the field?	1	2	3	4	5
5) Did the trainer material prepare you to present this lesson effectively?	1	2	3	4	5
6) How effective were the suggested activities/ exercises for this unit?	1	2	3	4	5
7) How effective were the group participation activities for this unit?	1	2	3	4	5

8) Please describe the strengths of the content and activities of this unit

_____

_____

_____

_____

9) Please describe the weaknesses of the content and activities of this unit

_____

_____

_____

_____

10) Please make suggestions for how the content, handout activities or exercises in this unit can be improved_____

_____

_____

_____

_____

TRAINER EVALUATION FORM #2
Quality of Format Design
Paraprofessional Instructional Material
Pilot Testing - 1986 -87

Name of School District (RRC)_____State_____

Your Name and Address (optional)_____

_____

Directions: Please complete this questionnaire as fully as you can. Use the 5 point rating scale for each item - circling the rating you feel best describes your opinion on each item.

	Low		Average		High
1) How would you rate the overall usability of the format and design of the material?	1	2	3	4	5
2) Is the trainer material easy to read and comprehend?	1	2	3	4	5
3) How would you rate the overall quality of: a) the subject area content	1	2	3	4	5
b) the exercise/activities	1	2	3	4	5
c) the group participation activities	1	2	3	4	5
4) In your opinion could any of this material be used to prepare paraprofessional personnel working in various community-based agencies across the country?	____yes		____no		
5) In your opinion could this material be adapted for use by a paraprofessional to conduct a self instructional training program?	____yes		____no		

6) Please describe the overall strengths of this training program _____

_____

_____

_____

_____

7) Please describe the weaknesses of the training program_____

_____

_____

_____

_____

8) How can we change the format, design, or content to make it more effective?_____

_____

_____

_____

The Graduate School and University Center
of the City University of New York

National Resource Center for Paraprofessionals in Special Education
Center for Advanced Study in Education: New Careers Training Laboratory
33 West 42 Street, New York, N.Y. 10036
212 840-1278

TO: Participants in Paraprofessional Inservice Training Sessions

FROM: Anna Lou Pickett, Project Director

Thank you for participating in this inservice training program. The training has two goals. The first is to prepare you to perform your duties as a member of the instructional team more effectively. The second is to pilot test a series of instructional materials, designed to meet the training needs of paraprofessional personnel working in programs for students with special needs. Therefore, we would greatly appreciate it if you would take a few minutes to complete an evaluation form for each of the sessions you participate in.

This material is being pilot tested in several school districts across the country. The results will be used to revise the material in order to increase its quality and appropriateness for paraprofessional personnel.

In addition to the participant rating scale and open ended questions that are the components of this evaluation form, we will ask some of you to assist us by taking part in an in-depth interview after you complete the training. These interviews will take place next spring and will be arranged through the trainer. Again, thank you.

The Graduate School and University Center
of the City University of New York

National Resource Center for Paraprofessionals in Special Education
Center for Advanced Study in Education: New Careers Training Laboratory
33 West 42 Street, New York, N.Y. 10036
212 840-1278

EVALUATION FORM - 1) Self Instruction
or
2) Inservice Training
or
3) Community College
Paraprofessional Instruction Material
Pilot Testing - 1986-87 School year

I am a: _____ paraprofessional _____teacher _____other

How many years have you worked as a paraprofessional? _____
# of years

What program area (class) do you work in? _____

What age groups do you work with? _____

Name of School District _____State _____

Name of Training Session _____

(Please fill out an evaluation form for each session you attend or if you are using the material on a self instructional basis please fill out an evaluation form after you complete each unit.)

Directions: Please complete this questionnaire as fully as you can. Use the 5 point scale for each item - circling the rating you feel best describes your opinion on each item.

	Low		Average		High
1) Were the instructional objectives met?	1	2	3	4	5
2) Were the instructional objectives clearly presented?	1	2	3	4	5
3) Quality of the content of this training session or unit.	1	2	3	4	5
4) Quality of handout materials.	1	2	3	4	5
5) Quality and usefulness of exercise and activities.	1	2	3	4	5
6) Quality of written activities.	1	2	3	4	5

	Low		Average		High
7) Effectiveness of video presentation (if applicable).	1	2	3	4	5
8) How useful was this session to you as a participant?	1	2	3	4	5

9) Will you be able to perform your duties as a member of the instructional team more effectively? ____YES ____NO

If so, why? _____

_____

_____

10) If not, why? _____

_____

_____

11) Please make suggestions on how the instructional objectives, content, and activities/exercises can be improved to more directly meet your needs as a member of the instructional team. _____

_____

_____

_____.

The Graduate School and University Center
of the City University of New York

National Resource Center for Paraprofessionals in Special Education
Center for Advanced Study in Education: New Careers Training Laboratory
33 West 42 Street, New York, N.Y. 10036
212 840-1278

TRAINER EVALUATION FORM #3
FOLLOW-UP INTERVIEWS
PILOT TEST PHASE - 1986-87

Name of School District (RRC)_____State_____

How many paraprofessionals participated in the training project? _____

Did your district have a systematic training program for paraprofessionals prior to this training ____yes ____no (if yes please describe in space below). If no do you think the district will establish a program for paraprofessionals as a result of this project and identified needs assessments ____yes ____no (if yes please describe in the space below.) _____

_____

_____

_____

_____

Your Name and Address (optional) _____

_____

Directions: Please complete as fully as you can. Use the 5 point rating scale for each item - circling the rating you feel best describes your opinion on each item.

	Poor		Good		Excellent
1. In your opinion how would you rate the training material with regard to the following:					
a) was the format and design easy to read, comprehend, and use?	1	2	3	4	5
b) were the handouts easily reproducible?	1	2	3	4	5
c) can the individual units be used independently?	1	2	3	4	5
d) is the content of the material credible and based on currently accepted best practices and procedures in the field?	1	2	3	4	5

	Poor		Good		Excellent
e) is the trainer material thorough? (e.g. did it provide you with the information, or resources you needed to prepare individual lessons?)	1	2	3	4	5
2. In your opinion was the training material appropriate to the training needs of the paraprofessionals in your district with regard to the the following areas:					
a) understanding the differentiated roles and responsibilities of paraprofessionals and teachers in the classroom?	1	2	3	4	5
b) understanding the professional and ethical responsibilities of the paraprofessionals in the educational setting?	1	2	3	4	5
c) communicating and working effectively with teachers and other professional personnel as part of the educational team?	1	2	3	4	5
d) understanding the rights and entitlements of students with special needs and their families?	1	2	3	4	5
e) working with students with various disabilities and developmental levels?	1	2	3	4	5
f) understanding and participating in the individual components of the instructional process including:					
- the IEP procedures used in your district	1	2	3	4	5
- using objective observation skills	1	2	3	4	5
- collecting and recording data	1	2	3	4	5
- following lesson plans and instructional objectives developed by the teacher	1	2	3	4	5
- assisting the teacher to write instructional objectives	1	2	3	4	5
- conducting task analyses of individual skills	1	2	3	4	5
- consistently using the same behavior management and maintenance procedures including reinforcement as the teacher	1	2	3	4	5
- using various teaching strategies	1	2	3	4	5
g) understanding and following emergency procedures established by the district	1	2	3	4	5

3. In your opinion can the material be used to train paraprofessional personnel working in distinctive settings and service delivery systems, serving students with special needs?	Poor		Good		Excellent
a) in different geographic areas	1	2	3	4	5
b) with different cultural and ethnic heritages	1	2	3	4	5
c) in urban areas	1	2	3	4	5
d) in rural areas	1	2	3	4	5
e) in other community based and related service programs	1	2	3	4	5

4. In your opinion how can we change the program to enhance the transferability across demographic and geographic lines? _____

_____

_____

_____

5. Please rate the instructional procedures you used:

1) lectures	1	2	3	4	5
2) independent/self instructional	1	2	3	4	5
3) role play	1	2	3	4	5
4) home work/practica assignments	1	2	3	4	5
5) case studies and other exercises	1	2	3	4	5

6. Did you discuss the training program with the teachers and administrative personnel in the district prior to initiating the training for the paraprofessionals ____yes ____no. Was it during a formal presentation or during informal discussions? _____formal _____informal.

7. Did teachers in individual classrooms assist you during this training? If so, how - e.g. observing and reporting changes in paraprofessional performance, participating in activities and assignments made during formal training time?

_____

_____

_____

_____

8. Please describe the overall strengths you found in the content and activities in this material _____

_____

_____

_____

9. Please describe the weaknesses you found in the content and activities in the material. _____

_____

_____

_____

10. Please make suggestions for how the content, handouts, activities and exercises can be improved _____

_____

_____

_____

_____

APPENDIX E

ANNOUNCEMENTS OF AVAILABILITY OF MATERIALS

National Resource Center for Paraprofessionals
in Special Education and Related Services
New Careers Training Laboratory
Center for Advanced Study in Education
The Graduate School and University Center
City University of New York

The following is a list of publications available from the National Resource Center for Paraprofessionals in Special Education and Related Human Services (NRC). (MAKE ALL CHECKS PAYABLE TO NEW CAREERS TRAINING LABORATORY and mail to The National Resource Center for Paraprofessionals, CASE/CUNY, Room 620, 25 West 43rd Street, New York, New York 10036, our phone number is 212-840-1278.)

THE EMPLOYMENT AND TRAINING OF PARAPROFESSIONAL PERSONNEL: A TECHNICAL ASSISTANCE MANUAL FOR ADMINISTRATORS AND STAFF DEVELOPERS, 1988. This manual contains guidelines and information that can be used to improve the performance and productivity of paraprofessionals, facilitate their integration into various classroom settings and staffing arrangements, develop opportunities for career mobility and comprehensive systems of career development. The cost of the manual is $10.00.

PARAPROFESSIONAL BIBLIOGRAPHY: TRAINING MATERIALS AND RESOURCES FOR PARAPROFESSIONALS WORKING IN PROGRAMS SERVING PEOPLE WITH DISABILITIES, 1988. This annotated Bibliography contains information about instructional materials (both written and video) specifically designed to train paraprofessionals as well as other reference, resource and technical assistance publications. The cost of the Bibliography is $9.00.

A TRAINING PROGRAM FOR INSTRUCTIONAL PARAPROFESSIONALS, 1988. This set of competency based instructional materials were designed to prepare paraprofessional personnel to work in various areas of special education programs. The titles of the modules are: Understanding the Roles and Responsibilities of Paraprofessionals; Understanding Students With Special Needs; Understanding the Rights of Students With Special Needs; Understanding the Role of the Paraprofessional in the Instructional Process; and Understanding Emergency, Health and Safety Procedures. The cost for the complete set of modules is $15.00.

A TRAINING PROGRAM TO PREPARE TEACHERS TO SUPERVISE AND WORK MORE EFFECTIVELY WITH PARAPROFESSIONAL PERSONNEL, 1986. This technical assistance program contains instructional modules designed to improve the skills of teachers to supervise paraprofessional personnel, to assess their on-the-job performance, and to develop methods to provide on-the-job coaching to paraprofessionals. The cost per copy is $9.00.

CAREER LADDERS AND A TRAINING MODEL FOR THE (RE) TRAINING OF DIRECT SERVICE WORKERS IN COMMUNITY BASED PROGRAMS FOR THE DEVELOPMENTALLY DISABLED, 1987. This report includes career ladders, a training model for workers in community based programs for children and adults with developmental disabilities and a description of the tasks and methodologies used to design and develop them. The cost per copy is $9.00.

NEW DIRECTIONS, The Newsletter of the NRC for Paraprofessionals in Special Education and Related Human Services. Published quarterly. New Directions is a source of current information about employment and personnel practices, supervision, and training of paraprofessionals who work in programs for children and adults with special needs. A subscription is $10.00 per year for four issues.

THE VITAL LINK, edited and revised in 1987. Describes roles and responsibilities of paraprofessionals working in educational programs and settings. The cost per copy is $5.00.

focus on programs

The National Resource Center for Paraprofessionals in Special Education and Related Human Services

The impact of providing individualized, community-based educational, residential, rehabilitation, and other related services for infants, children, and adults with mental retardation and other developmental disabilities has created major changes in the roles and responsibilities of all human service professionals. As a result, policymakers have turned increasingly to paraprofessional direct care staff to support and enhance the programmatic and administrative functions of teachers; occupational, physical, and speech therapists and rehabilitation specialists; and other professionals. While the roles and responsibilities of direct care staff have changed dramatically and their duties and tasks have become more complex and challenging, opportunities for standardized training and systematic career mobility have not kept pace. Furthermore, in most provider and administrative agencies, personnel practices that have a direct impact on the supervision and on-the-job performance of paraprofessionals are highly parochial and often unstructured.

The National Resource Center for Paraprofessionals in Special Education and Related Human Services (NRC) was developed more than a decade ago by the New Careers Training Laboratory, at the Center for Advanced Study in Education, the Graduate School and University Center of the City University of New York. Funded initially through federal resources, the work of the NRC has continued since 1982 on a nonprofit basis and through grants and contracts with a broad range of federal, state, and local agencies.

One of the NRC's major responsibilities is to address the needs of the field by collecting, synthesizing, and sharing information about systemic, regulatory, and other personnel practices that influence the duties assigned to direct care personnel and affect the quality of their performance. The policy questions and issues addressed through the various activities of the NRC are wide ranging and include:

- Establishing criteria for employment for direct care staff.
- Setting standards for training programs.
- Developing credentialing and/or other systems to certify mastery of skills for specific paraprofessional positions on a career ladder.
- Strengthening collaborative efforts between institutions of higher education and community-based service providers.
- Creating opportunities for career advancement for direct care staff.
- Providing prototypes and guidelines for more effective procedures for supervising and assessing on-the-job performance.

Among the publications currently available from the NRC are:

- *A Training Program for Instructional Paraprofessionals*, 1988. This set of competency-based instructional materials was designed to prepare paraprofessionals to work in various areas of special education programs. The titles of the modules are Understanding the Roles and Responsibilities of Paraprofessionals; Understanding Students with Special Needs; Understanding the Rights of Students with Special Needs; Understanding the Role of the Paraprofessional in the Instructional Process; and Understanding Emergency, Health and Safety Procedures. The complete set of modules is $15.00.
- *A Training Program to Prepare Teachers to Supervise and Work More Effectively with Paraprofessional Personnel*, 1986. This technical assistance program contains instructional modules designed to improve teachers' skills in supervising paraprofessionals, assessing their on-the-job performance, and developing methods to provide constructive feedback. The cost per copy is $9.00.

National Resource Center
Continued from page 2

- *Career Ladders and a Training Model for the Training of Direct Service Workers in Community-Based Programs for the Developmentally Disabled*, 1987. This report includes career ladders, a training model for workers in community-based programs for children and adults with developmental disabilities, and a description of the tasks and methodologies used to design and develop them. The cost per copy is $9.00.
- *New Directions*, the newsletter of the NRC for Paraprofessionals in Special Education and Related Human Services. Published quarterly, *New Directions* is a source of current information about employment, personnel practices, supervision, and training of paraprofessionals who work in programs for children and adults with special needs. A subscription is $10.00 per year for four issues.

In addition to the resources described above, the NRC sponsors an annual conference on the Employment and Utilization of Paraprofessionals in Education and Rehabilitation Services for Children and Adults with Disabilities. NRC staff and experienced consultants are also available to assist policymakers and program administrators by conducting evaluations of program policies and procedures and by providing suggestions for using and training paraprofessionals more effectively. NRC staff also offer seminars for supervisory personnel to learn how to manage paraprofessionals, assess their on-the-job performance, and provide constructive feedback.

For more information about obtaining the resources described above, contact Anna Lou Pickett, Director, the NRC for Paraprofessionals in Special Education and Related Human Services, CASE/NCTL–City University of New York, Room 620N, 25 West 43rd Street, New York, NY 10036.

The Graduate School and University Center
of the City University of New York

National Resource Center for Paraprofessionals in Special Education
Center for Advanced Study in Education: New Careers Training Laboratory
33 West 42 Street, New York, N.Y. 10036
212 840-1278

TO: Program Administrators, Staff Developers and Instructors in State and Local Education Agencies, Rehabilitation Services, Community College and others Responsible for Training Paraprofessionals

FROM: Anna Lou Pickett, Director, The National Resource Center for Paraprofessionals in Special Education and Related Human Services (NRC)

RE: A TRAINING PROGRAM FOR INSTRUCTIONAL PARAPROFESSIONALS

The roles and responsibilities of paraprofessionals working in special education programs have evolved and expanded significantly over the last decade, and they have become major contributors to the delivery of all phases of the instructional process. While their duties have become more complex and demanding, opportunities for systematic training have not kept pace.

The NRC has produced a series of five training modules for paraprofessional personnel through a grant from the Division of Personnel Preparation of the Office of Special Education Programs, U.S.D.E. They are competency based and were pilot tested by local school districts in various demographic and geographic areas of the country.

Each module follows the same format and includes: 1) background/instructional material for trainers, 2) handouts for trainees, 3) suggested activities, exercises and training procedures and 4) information about supplemental resources. The complete series is available from the NRC at a cost of $15 including first class mail and handling charges.

Make checks payable to: THE NEW CAREERS TRAINING LABORATORY and send to the attention of Anna Lou Pickett, CASE/NCTL - Room 620N, 25 West 43rd Street, New York, NY 10036.

See other side for description of the modules.

A TRAINING PROGRAM FOR INSTRUCTIONAL PARAPROFESSIONALS

The five modules that make-up this core curriculum for instructional paraprofessionals are:

I. Understanding the Roles and Responsibilities of Paraprofessionals

This module is divided into two parts. Part one will provide paraprofessionals with an understanding of the changes in the duties of teachers and paraprofessionals that have occurred over the last decade; the important differences between the duties of teachers and paraprofessionals; and the legal, ethical and professional standards of conduct paraprofessionals must practice. The activities in part two are designed to provide trainees with increased self awareness about their strengths and weaknesses as communicators, and enable them to use problem solving techniques to reduce frictions that may develop among teachers, paraprofessionals and other co-workers.

II. Understanding Students With Special Needs

This module is divided into three parts. Unit one provides a brief overview of the basic principles of human development. Part two will familiarize trainees with major areas of disabilities that may affect the developmental and functioning level of students. It closes with a review of education programs and services required by students with special needs.

III. Understanding the Rights of Students With Disabilities

This unit is designed to provide paraprofessionals with an understanding of why community based service delivery systems for people with disabilities were developed, the philosophy that underlies these services, and the rights and entitlements of students in special education and its related services.

IV. Understanding the Role of the Paraprofessional in the Instructional Process

The purpose of this module is to provide the paraprofessional with knowledge and skills needed to assist teachers in the delivery of instructional and other direct services. The activities in this module will introduce the paraprofessional to the components of the instructional process. The individual sections are: The Individualized Education Plan, Formal and Informal Assessment, Observing Objectively, Collecting and Recording Data, Behavioral Interactions and Interventions, Instructional Objectives, and Teaching Strategies.

V. Understanding Emergency, Health and Safety Procedures

This module will provide paraprofessionals with skills they need to: carry out the emergency procedures established by the local school district in the event of fire, natural disasters, accidents; assist a person who has been injured, is ill, or is experiencing a seizure; and the proper procedures to use when transferring and positioning students with disabilities.

SEE PAGE 5 FOR CALL FOR PAPERS FOR 8TH NATIONAL CONFERENCE

new directions

The Newsletter of the National Resource Center for Paraprofessionals in Special Education and Related Services. New Careers Training Laboratory, City University of New York

THE MAINE PARAPROFESSIONAL TRAINING PROJECT

By Marie Magioncalda and Lynda Dunn, Co-Project Coordinators

The Maine Paraprofessional Training Project was established in 1986 through cooperative efforts among state and local education agencies and the Maine Vocational Technical Institute System (V.T.I.). Funding for the project came from the Department of Educaiton and it is headquartered at the Kennebec Valley V.T.I. in Fairfield, Maine.

Membership on an extraordinarily active advisory committee includes several local directors of special education, a representative of the V.T.I. system, and a paraprofessional.

The Start-Up

During the initial stages of the project, a statewide needs assessment of paraprofessionals was conducted to determine what subject areas should be addressed during the first cycle of training sessions. Topics dealing with behavior problems, strategies for working with students with learning disabilities and stress management were singled out by the paraprofessionals who responded to the survey. Throughout the fall of 1986 and summer of 1987 the project conducted a series of workshops across the state. The workshops were well received by the paraprofessionals, who welcomed the opportunity to increase their knowledge and classroom effectiveness and to meet with other paraprofessionals from around the state.

Despite the enthusiasm of the paraprofessionals, the project advisory committee and coordinators found the project, as originally conceived, difficult to implement on a statewide basis. Analysis of the results of the evaluations from the paraprofessioals, district administrators, and the advisory committee revealed the following disadvantages: 1) many paraprofessionals had to travel long distances to attend the workshops; 2) trainers were difficult to recruit; 3) there was no consistency in the content and the quality of the workshop presentations in the different locations; 4) Directors of Special Education were not informed about the topics addressed in the training and were unaware of the knowledge and skills paraprofessionals from their district were gaining; and 5) the cost of the training was too ex-

Cont. on page 2

GEORGIA REVISES AUXILIARY PERSONNEL LICENSE CRITERIA

The Georgia Department of Education recently revised a credentialing process for paraprofessional personnel, employed by local school districts, that had been in effect for several years. The new procedures recognize two levels of auxiliary support personnel – Paraprofessional and Aide. The State Department has established qualifications for employment on both levels, standards for licensing and renewal, evaluation criteria and procedures for verifying that eligibility requirements have been met. Local districts are responsible for designing and providing training using guidelines set by the state, maintaining employee records with regard to completion of staff development and certifying that a person is eligible for licensure or renewal.

Guidelines for the Paraprofessional Position

The State Department defines a Paraprofessional as: A person working in a support position under the supervision of the classroom teacher(s). The paraprofessional has some decision making authority limited and regulated by the professional. The major responsibilities and duties assigned to Paraprofessionals may include but not be limited to the following functions:

A. Instructional Activities
   1. Conduct small group or individual classroom activities based on lesson plans developed by the teacher.
   2. Assist with supervision of students.
   3. Assist with student assessment, grading work and tests, and collecting data on student progress.

B. Management Activities
   1. Assist with routine record keeping.
   2. Assist with the preparation of materials for instruction (including the copying/duplicating of materials, construction of displays/bulletin boards, learning centers and manipulatives).
   3. Locate, operate, and return needed equipment.
   4. Assist with classroom housekeeping.
   5. Assist in the ordering and inventory of classroom equipment and materials.
   6. Assist with schoolwide supervision, such as loading/unloading buses.
   7. Other duties assigned by the teacher.

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pensive, and therefore, impractical.

In the fall of 1987 the participants in the advisory committee decided to change the focus from a statewide model to a delivery system administered and provided through either local districts or regional training efforts.

The Present

To facilitate the development and implementation of local programs, we are using a training of trainers approach modeled on the Kansas Facilitators model. As a result of our attendence at one of the National Conferences on the Training and Utilization of Paraprofessionals in Special Education and Related Human Services we decided to use the core curriculum and instructional materials developed by the NRC for Paraprofessionals. We feel this process has several advantages: 1) the instructional modules and manuals provide staff developers with the information they need to implement systematic standardized training programs for paraprofessionals; 2) districts can use their own staff to provide the training; 3) all paraprofessionals will receive the same training, close to home, at a lower cost to the local districts, and the training can be tailored to meet the identified needs of a district; and 4) directors will know the specifics of the training that is being provided and be able to inform teachers about the skills the paraprofessional assigned to their classroom have acquired. In April 1988, consultants from the NRC came to Maine to instruct special education directors, teachers and paras in the use of the paraprofessional training manuals. Approximately 20 school districts are participating in a 1-year pilot project using the manuals. We have also scheduled a meeting to gather feedback and evaluations from the original 20 districts who are using the manuals during the 88-89 school year for the spring of 1989. We are also planning workshops for trainers from additional districts.

Another project undertaken by the project advisory committee was an in-depth survey of special education paraprofessionals employed by all school districts in the state. Over 350 paraprofessionals responded to the survey designed to assist us in assessing future training needs and directions for the project. Approximately half of those who responded were interested in becoming special education teachers. Those who are currently enrolled in university programs reported that the courses are helpful in their jobs, but the financial strain, time commitment, long travel distance and daytime courses made it difficult to complete their studies. Many paraprofessionals who are interested in earning an advanced degree are not able to enroll in a teacher education program because of family, financial or time considerations. Many felt that the following support systems would motivate more paraprofessionals to work toward certification; courses offered close to home; Bachelor's Degree level courses offered during late afternoon hours, evenings, Saturdays, summers; credit for work experience; and providing paras with lists of courses and other information as to what is needed to achieve professional certification.

Future project goals include continuing the process of preparing personnel designated by local school districts to use para training modules. We also plan to develop a resource booklet containing information on certification requirements, course locations, financial aid, etc. for use by paras who wish to become special educators. By June 1991 we would like to see a career ladder for paraprofessionals in place to enable them to advance to "para-educator" after 3-5 years of experience and 40-60 hours of inservice training.

Maine Task Force on Paraprofessionals Certification Appointed

Finally, in May 1988, the Maine Commissioners of Education established a task force to address issues surrounding the employment of all Teacher Aides and Assistants. The Committee is chaired by a representative from the state's Certification Division and has 13 members including a paraprofessional and a member of our Training Project. The primary area of concern at this time seems to be whether the state needs to promulgate rules and standards relative to the employment, supervision and training of auxiliary staff.

At present, Chapter I support personnel are governed by Federal regulations, but Special Education and locally funded aides and assistant teachers are not. Guidelines for the employment of auxiliary personnel appear in the readopted Chapter 501, but these do not carry the force of regulation. The committee will be collecting data relative to this subject and hopes to have recommendations ready for the Commissioner by mid-October 1988.

For more information about the Maine Paraprofessional Project contact: Marie Magioncalda and Lynda Dunn, Coordinators, Maine Paraprofessional Training Project, Kennebec Valley V.T.I., P.O. Box 29, Fairfield, Maine 04937. The project distributes a newsletter detailing its activities three times a year. Please write if you would like to be included on our mailing lists.

MISSOURI PARAdise a BIG SUCCESS

A registration of approximately 200 was anticipated, but over 500 people attended Missouri's first conference for special education paraprofessionals, "Missouri PARAdise," held April 21-22, 1988 in Columbia, Missouri. The conference was sponsored jointly by the Missouri Special Education Dissemination Center at the University of Missouri-Columbia, and the Section of Special Education, Missouri Department of Elementary and Secondary Education. Among the conference activities were exhibits, a panel discussion, guest speakers, entertainment, an information/resource room, and more than twenty workshops. Session topics included: child abuse, suicide, technology for the handicapped, understanding normal parental reactions to having a handicapped child, the para-tacher team, AIDS and infectious diseases, transition from school to work, methods and techniques for working with mildly handicapped students, and the statewide materials loan program. Bonnie Kramer, a special education paraprofessional from Kansas, was the keynote speaker. Planning for a second statewide conference to be held in March of 1989 is underway.

For more information about the collaborative efforts between the Special Education Section and the Special Education Center that led to the conference and other training activities being conducted in Missouri contact: Judy Cunningham at the Special Education Dissemination Center, 401 East Stewart Road, Columbia, Missouri 65211.

INTERAGENCY COOPERATION IN PROVIDING PARAPROFESSIONAL TRAINING

By Nancy J. Eiss, Project PEPS Director, Assistant Professor, Radford University and Jeanane Dixon, Project PEPS Coordinator, Instructor, New River Community College

For the past three years Radford University and New River Community College have collaborated on a federally funded program, Project PEPS (Preservice Education for Paraprofessionals in Special Education). The major purpose of Project PEPS is to train paraprofessionals, including teacher aides and volunteers, to respond effectively to special needs children and youth in identified public school systems in rural Southwest Virginia.

The primary goals of the project are:

1. To organize a communication and support network which maximizes the use of human and material resources of the two IHEs and five LEAs in a collaborative effort to deliver preservice education to paraprofessionals working with handicapped children and youth in special classrooms.
2. To identify and recruit a cadre of thirty (30) candidates to participate in a preservice paraprofessional training program.
3. To design a research-based model of procedures for the delivery of preservice education, utilizing both traditional and nontraditional methods.
4. To deliver preservice training courses and workshops at both graduate and undergraduate levels which address immediate and anticipated needs of participants with regard to accommodating special needs children and youth within the cooperating LEAs.
5. To develop a mechanism which will ensure the continuation of the project emphasis when the project terminates, including dissemination of project results to interested agencies, organizations and individuals.
6. To develop mechanisms by which the various components of the project will be evaluated.

Thirty paraprofessionals in special education have been provided with course work and workshops to meet their training needs. Twenty-five students enrolled in a forty-four (44) quarter program at New River Community College, leading toward an Educational Certificate. Five graduate students, working as paraprofessionals, took coursework as part of a Master's Degree in Special education at Radford University.

The coursework offered to the paraprofessionals has been compiled into a packet of twelve (12) modules. Each module includes a course description and outline, a set of objectives, resource materials, handouts and supplemental materials, sample test questions and methods for evaluation.

An outgrowth of the project was the addition of a component to train *teachers* to utilize paraprofessionals more effectively. As paraprofessionals become better trained to work with special needs students, they are of greater value to special education teachers. However, the teachers often lack the necessary skills to make the best use of the paraprofessionals in the classroom. Therefore, special workshops and one semester hour course were developed to train teachers in the area of:

1) communication and consultation
2) problem-solving and conflict resolution
3) time management and organizational skills
4) data collection
5) evaluation procedures
6) paraprofessional rights and responsibilities.

Local school divisions have cooperated in the distribution of materials announcing the availability of the workshops and the course. Radford University offered the teachers one semester hour of credit for the course. It is the intent that the module developed for training sessions will be included in the syllabus for the introductory special education course in the teacher training programs at both Radford University and New River Community College.

A cooperative effort between Virginia State Department personnel and Project PEPS director and coordinator was begun as a second outgrowth of the program. The importance of a statewide training program for paraprofessionals was acknowledged and recommendations for implementing the training were requested. To ensure consistency in the training of aides and paraprofessionals throughout the state, the following recommendations were suggested:

1. Development of a two-day orientation workshop (12 clock hours) required for all new aides and paraprofessionals. Consistent orientation would be provided through training materials developed and provided by the State Department of Education. The workshops could be conducted by the State Department, Tac Centers, Community Colleges or local school divisions.
2. Approval of paraprofessional training and certification by the State Department of Education.
3. Depending on the level of training, a permit be awarded to paraprofessionals on three different levels.
4. Level II Paraprofessionals be used to off-set case loads in Special Education classes, *remembering* that even training cannot compensate for overcrowded classrooms beyond a manageable level.
5. Information be supplied to superintendents and Special Education coordinators and supervisors regarding the training permit levels and the importance of training for paraprofessionals.
6. Emphasis from the State Department of Education on the importance of co-planning time between the teacher and the aide or paraprofessional. This is essential for consistent delivery of services.
7. LEAs be required to attract and recruit aides and paraprofessionals from minority, ethnic or cultural populations which match the backgrounds of the students served.
8. A presentation be made to the State Special Education Advisory Committee on the proposal training to get further suggestions and recommendations.
9. Formation of a State Paraprofessional Advisory Committee.

Although Project PEPS began as a cooperation effort between Radford University and New River Community College, it became apparent that other working relationships were necessary to ensure the success of the program. Contacts were established in the local education agencies for recruitment and training of both paraprofessionals and teachers. To guarantee that training would have an impact on salaries and possible certification for paraprofessionals, the State Department of Education interaction was essential. Materials developed for initial training can now be modified to be used in statewide training efforts, using personnel already trained in the use of the modules. Therefore,

a project developed to be of use in small rural areas, has been expanded through cooperative efforts, to impact the entire state.

Copies of Course Modules for Training Paraprofessionals in Special Education may be obtained by contacting: Nancy J. Eiss, Director, Project PEPS, College of Education and Human Development, Box 5280, Radford University, Radford, VA 24142.

GEORGIA *Cont. from page 1*

Criteria for Employment and Licensing

Candidates for a position as a paraprofessional must have a High School Diploma or GED equivalent. Persons who meet the qualifications established for the paraprofessional position may be employed with *probationary status*. They shall have 10 clock hours of training during the first 30 days of employment. They shall complete 40 additional clock hours of training within the first calendar year of employment. Upon completion of 50 clock hours of training, a license with a five-year validity period shall be issued. Paraprofessionals employed on probationary status who do not meet the licensing requirements within a year may not be re-employed on a probationary status. Persons who complete a diploma program at a postsecondary technical institution in child care or hold Georgia teacher certification in the field in which they are employed are exempt from the 40 additional clock hours of training within the first year of employment.

Guidelines for the Aide Position

In Georgia the position of Aide is defined as: An employee who works under the supervision of professional certified personnel. The aide takes no independent action and has no decision making authority but performs routine tasks assigned by professionally certified personnel. The major responsibilities and specific duties assigned to Aides may include but are not limited to the following functions:

A. Instructional Activities
   1. Assist in the scoring of student tests.
   2. Assist with registration, initial records, and assignment of materials for new students.
   3. Assist the classroom teacher in securing, organizing, and administering make-up work for students due to illness.

B. Management Activities
   1. Assist in the preparation of materials used for instruction.
   2. Assist in the distribution of instructional materials.
   3. Assist in the ordering and inventory of class equipment and materials.
   4. Assist in the verification of student absences by phone contact with parents.
   5. Assist in the maintenance of computer records and/or teacher records related to the instructional program and student progress.
   6. Assist in the maintenance of permanent records and attendance registers.
   7. Assist the principal/assistant principal in monitoring attendance, honor roll, outstanding students, and other programs that enhance instruction.
   8. Assist in organizing field trip requests and handling follow-up arrangements.
   9. Other duties assigned by the supervisor.

Criteria for Employment and Licensing

Candidates for a position as an Aide must have a High School Diploma or GED equivalent. Persons who meet the qualifications for an aide may be employed with *probationary status*. They shall have 10 clock hours of training within the first 30 days of employment. They shall complete 20 additional clock hours of training within the first calendar year of employment. Upon completion of 30 clock hours of training, a license with a five-year validity period shall be issued. Aides employed on probationary status who do not meet the licensing requirements within a year may not be re-employed on probationary status. Persons who complete a diploma program at a postsecondary technical institution in child care or hold Georgia teacher certification in the field in which they are employed are exempt from the 20 additional clock hours of training within the first year of employment.

Program Criteria for Training Paraprofessionals and Aides

Training may be provided by local school systems, area vocational technical schools, colleges and universities, or Regional Education Service Agencies. At a minimum, the training program for both positions shall include, but not be limited to, instruction in the following areas: 1) Orientation to school policies, safety and emergency procedures in effect in the district; 2) legal, ethical and professional responsibilities of educational personnel, the roles and responsibilities of a Paraprofessional/Aide; 3) licensing requirements; and 4) effective communication skills for interacting with students, co-workers and parents.

Additional training sessions for Paraprofessionals should provide them with an understanding of learning styles and the basic needs of children; patterns and characteristics of growth and development; and an understanding of the differences among students with special needs. Persons assigned by the district to a Paraprofessional position should also participate in formal in-service sessions that address the following topics: 1) orientation to media centers; 2) use and care of instructional materials and equipment; 3) a review of Georgia Department of Education curriculum guides, local school materials, system handbooks, and curriculum guides; 4) instructional strategies related to the grade level and content areas; 5) classroom management techniques; and 6) awareness of student assessment program.

The training program designed to prepare an employee to perform the duties assigned to an Aide should include: 1) record keeping techniques; 2) the use and care of equipment; and 3) classroom procedures.

Evaluation Procecures

Following a probationary period of one year, performance evaluatin shall determine the need for further training and/or recommend termination of employment. The guidelines established by the state require the local districts to carry out subsequent evaluations of personnel assigned to both positions annually.

For more information about the Georgia Auxiliary Personnel Licensing System contact: The Georgia Department of Education, Office of Instructional Programs, 1951 Twin Towers East, Atlanta, GA 30334.

RESOURCES

PERSONNEL PRACTICES

In a recently published brochure, *Teacher Aides*, the Nebraska Professional Practices Commission summarizes its state laws and restrictions on the utilization of paraprofessionals in school settings. A list of appropriate and inappropriate duties to be carried out by paraprofessionals is included. The brochure contains position statements regarding the supervision of paraprofessionals, liability for their performance, employment practices, and ethical and legal standards. Copies can be obtained by writing:

Nebraska Professional Practices Commission
State Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509

TECHNICAL ASSISTANCE MANUAL AND ANNOTATED BIBLIOGRAPHY

Two publications are now ready for dissemination from the National Resource Center for Paraprofessionals in Special Education and Related Human Services. The first, *Strategies for Improving the Employment and Training of Special Education Paraprofessionals*, is a technical assistance manual for administrators and staff developers and is designed to provide them with information they can use to: improve the performance and productivity of paraprofessionals, facilitate their integration into various classroom settings and staffing patterns, and to assess the impact of increased employment of paraprofessionals on all educational and personnel practices.

The content in the manual is divided into three parts. Parts I and II provide background information on the evolving roles of teachers and paraprofessionals and the need for differentiated staffing arrangements; reasons for the increased utilization of paraprofessionals in roles that are becoming more sophisticated and demanding; and suggestions for restructuring personnel practices and training programs. Part III contains a series of appendices including competencies for instructional paraprofessionals, an outline for a model core curriculum, a format for developing functional job descriptions along with a model career ladder for paraprofessionals, a description of the roles of policymakers at the state, district and building levels, and a description of skills teachers require to supervise and work more effectively with paraprofessionals. *The cost of the manual including shipping and handling is $10.00.*

The second publication is a *Paraprofessional Bibliography: Training Materials and Resources for Paraprofessionals Working in Programs for People with Disabilities.* This annotated Bibliography contains information about instructional materials (both written and video) specifically to training paraprofessionals as well as other references, resource and technical assistance material. *The cost of the Bibliography including shipping and handling is $9.00.*

Both publications are available from the National Resource Center for Paraprofessionals in Special Education and Related Human Services, 25 West 43rd Street, Room 620, New York, NY 10036. Checks should be made out to the New Careers Training Laboratory.

CALL FOR PAPERS FOR THE EIGHTH NATIONAL CONFERENCE

The 8th Annual Conference on the Training and Employment of Paraprofessionals in Special Education and Related Human Services for Children and Adults with Special Needs has been scheduled for April 27-28-29, 1989. It will be held in Albuquerque, New Mexico at the Ramada Classic. The registration fee is $60 with a special rate of $40 for paraprofessional personnel. Conference and hotel registration forms will be mailed later. (Because the Conference is self-sustaining, it is necessary for presenters to register and pay the fee.)

If you are interested in making a presentation at the conference, please submit a description of the proposed session (between 200-250 words) before December 23, 1988. Be sure to include the following: 1) the title of the presentation and an abstract of 25-50 words for use in the conference program if your proposal is accepted; 2) the target audience; 3) the names, addresses and titles of everyone who will take part in the session; 4) the length of the session (either 55 minutes or 1½ hours); and 5) the equipment you will require.

Based on the results of the evaluations of late year's conference and other activities conducted by the NRC there is significant interest in the following topics:

- The utilization of paraprofessional staff to facilitate the transition of young children, youth and adults across programmatic lines or from the jurisdiction of one agency to another.
- Credentialing procedures designed to provide a mechanism for certifying that paraprofessionals have mastered the skills required to enter or to advance to the next position on a career ladder for paraprofessionals.
- Effective procedures for integrating paraprofessional staff into the various programs and differentiated staffing arrangements including strategies for supervision, evaluation and training.
- Information about the skills and knowledge paraprofessionals require to work in early intervention center and home based programs for infants and young children.
- The expanding roles of paraprofessionals as job coaches in supportive work programs.
- Demonstrations of methods and materials tested and proven effective in training paraprofessionals.
- Descriptions of pre- and inservice training programs for paraprofessionals.
- Sessions addressing specific content areas—e.g., teaching strategies, behavior management and maintenance techniques, preventing child abuse, functional curricula and community centered training methods for children and adults with severe and profound disabilities.

Please send your proposal to Anna Lou Pickett at the National Resource Center for Paraprofessionals, CASE/NCTL, Room 620N, 25 West 43rd Street, New York, NY 10036. If your proposal is selected, we will notify you prior to mailing out the conference agenda and registration form.

PARAPROFESSIONALS' PERSPECTIVES ON INSERVICE TRAINING: THE RESULTS OF A SURVEY

By Susan M. Pellegrini and Jeri F. Traub,
Division of Special Education and Rehabilitative Services, San Jose State University,
San Jose, California

The valuable contributions of the paraprofessional to the special education process have been well recognized in recent literature. The increase of their use and their changing roles (from clerical to instructional) have also been widely noted.

Paraprofessionals serving students with special needs in grades K-8 participated in a study designed to: 1) determine their primary responsibilities, and 2) provide information relative to their inservice training needs. A two-part survey was distributed to 115 paraprofessionals who worked in special education settings. Eighty paraprofessionals (70%) responded to the questionnaire.

The first part of the survey contained a listing of various responsibilities which may be performed by a paraprofessional. Participants were asked to select those items on the list which they considered to be their primary responsibilities. A list of possible inservice topics were presented in Part II. The paraprofessionals were asked to select those areas in which they felt they needed training. They were also given an opportunity to provide a rationale for their selections.

The results of the study indicated that the five primary responsibilities selected most frequently by the 80 respondents were: reviewing materials that have been presented by the teacher in one-to-one and/or in small group settings (94%); adapting instructional materials to the needs of the student(s) (87%); correcting and/or grading papers (79%); providing discipline for students (75%); and playground supervision (70%).

The topics selected most frequently as definite teacher training needs were behavior management (97%); teaching methods (95%); and the IEP process (72%). Respondents tended to agree that there was some need for training in the areas of learning and behavioral characteristics of children with special needs (72%); working with limited English speaking children (62%); and working with parents of children with special needs (61%). Improving working relationships with the special education teacher and formal and informal assessment were the topic areas in which paraprofessionals indicated there was the least need for training.

The results of Part I revealed that paraprofessionals' primary responsibilities were related to teaching although they were also actively involved in clerical tasks. Paraprofessionals' responses strongly indicated that their primary responsibility was teaching in one-to-one and/or small group settings. The results from Part II verified the need for training in the areas of behavior management, teaching methods, and the IEP process.

Some paraprofessionals said that they were interested in becoming more involved in the IEP process. Although only 2% of the participants reported that attending IEP meetings was one of their primary responsibilities, 72% reported that there was a definite need for training in this area. Paraprofessionals' comments regarding the rationale for their selection of training topics centered on their desire to participate in the IEP process. Some paraprofessionals stated that they wanted to assist in the development of IEP goals and objectives and that they wanted to be considered a valued member of the IEP team.

Participants' responses indicated that they were actively involved in behavior management activities such as providing discipline and playground supervision, and minimally involved in developing the behavior management plans. The majority (86%) of the respondents said they needed training related to working with limited English speaking children but this response may be related to the demographics of Northern California where many of the children who attend public schools are of Hispanic or Asian cultures.

It was interesting to note that 48% of the respondents said that they had no need for training related to improving working relationships with their cooperating teacher. Approximately 25% of these respondents commented that they did not need this type of training because they enjoyed "a good working relationship" with the teacher. Many of the respondents who wanted this type of training stated specific problems that they had experienced with the teacher. They wanted: a) to take part in daily planning; b) to discuss new students' abilities and limitations with the teacher; c) to have periodic evaluations of their performance and subsequent conferences with the teacher; and d) to be given clearly stated directions from the teacher.

Several (27) of the paraprofessionals added a postscript to Part II of their survey. They stated that although they were interested in learning about the topics listed on the survey, they would not be willing to attend inservice training classes unless they received release time or an hourly wage for their participation.

Paraprofessionals are becoming more and more involved in the instruction of students with special needs. In order to provide effective instruction, paraprofessionals should receive training in behavior management and instructional techniques. It is hoped that local educational agencies and institutions of higher education will collaborate to provide this training for paraprofessionals. Inservice training will benefit the paraprofessional; however, the ultimate beneficiaries of training will be the students they serve.

For additional information, please feel free to contact Susan Pellegrini or Jeri Traub at the Division for Special Education, Sweeney Hall 204, San Jose State University, San Jose, CA 95192-0078.

SEE PAGE 5 FOR CALL FOR PAPERS FOR 8th NATIONAL CONFERENCE

new directions

The Newsletter of the National Resource Center for Paraprofessionals in Special Education. New Careers Training Laboratory, City University of New York.

DETERMINING COMPETENCIES FOR TEACHERS OF THE PROFOUNDLY HANDICAPPED: FINAL REPORT SUMMARY

*(**Editors Note:** This is a summary of the final report of a project funded by the Florida Department of Education, Bureau of Education of Exceptional Children (Project No. 371-2624-84650). It was prepared by the Department of Reading and Special Education, The Florida State University, Tallahassee, Florida. David L. Westling was the Project Director. He was assisted by Thomas M. Whitten, a Graduate Research Assistant. The results of the study have implications for teacher educators, policy makers and program administrators concerned with improving the education, deployment and performance of teachers and paraprofessionals.)*

During the last ten years, a number of writers and researchers have provided direction in the area of teacher competencies for teachers of students who have severe handicaps. Many of the competencies presented in the literature were based on the author's expertise or were validated by professional consensus (Whitten & Westling, 1985). A few studies attempted to empirically validate the importance of certain teacher behaviors or activities (Fredericks, Anderson, & Baldwin, 1979; Katz, Goldberg, & Shurka, 1977; Koegel, Ruso, & Rincover, 1977). However, these studies either included moderately handicapped students within their population samples or were limited to analyzing the effect of only a few teacher behaviors.

Purpose

The purpose of this study was to investigate the activities and behaviors of teachers who taught students classified as having profound handicaps. "Profound handicaps," for purposes of this study, were defined to include individuals who were functioning in the range of profound mental retardation, who were diagnosed as being autistic, who were diagnosed as being deaf-blind, or who had severe multiply handicapping conditions.

The two major objectives of the study were **1)** to determine the frequency of use of certain behaviors and activities of teachers and **2)** to study their relationship to profoundly handicapped students' progress.

Method

Subjects: The subjects of the study included 22 teachers of students with profound handicaps and 93 of their students who were drawn at random. Of these students, 82.8% were classified as profoundly mentally retarded, 3.2% as autistic, 2.2% as deaf-blind, and 11.8% as severely multiply handicapped. Mean student age was 13.6 years with a range of 4.0 to 22.0 years.

Instrumentation: Data were collected both on the teachers' activities and behaviors and on the students' development over a six-month period. Teacher data were collected using a stuctured interview instrument and direct classroom observations using two instruments. Student data were provided through a teacher interview in which their abilities on the *Developmental Assessment for the Severely Handicapped* (Dykes, 1980) were reported.

Observers were trained and were able to use the observation instruments with an acceptable level of reliability.

Procedures: Teachers were sought through select district directors of special education, and 31 initially volunteered for the study. Various factors resulted in 22 finally being used.

Teachers were notified that they would be observed and interviewed on specific dates. Approximately one day per teacher was required during initial observations to interview them about their practices, to observe them in their classrooms, and to collect data reflecting their students' abilities.

After a six-month period, teachers were observed again, and student performance data were recollected.

Results

The majority of teachers reported or were observed using the following skills:

- **Planning:** Wrote individual educational plans, wrote specific behavioral objectives; wrote task analyses for

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at least 25% of objectives; knew three or more sources of instructional materials; could purchase or develop appropriate instructional materials; and could prepare a master schedule of activities.

- **Assessment:** Used two to three different types of assessment instruments; could use assessment results to develop student profiles and write objectives; collected data on individual objectives between one and five days per week.
- **Curriculum:** Knew at least three different sources of curriculum guides; used at least one curriculum guide; could describe relation between curriculum and student needs; had a rationale for curriculum used (i.e., developmental or functional).
- **Behavior Management:** Developed written behavior management plans for individual students; collected data on behaviors being modified; used various forms of behavior management, but primarily positive reinforcement.
- **Instruction:** Had a plan for teaching skills that incorporated a cueing and prompting sequence; used performance data for making instructional decisions; instructed in one-to-one or small groups and knew rationale for doing so; demonstrated the following instructional behaviors: verbal cues, specific and general verbal praise; gestures; physical assistance and prompts; physical reinforcement; handled materials in an orderly fashion; oriented students; asked single factual questions; gave corrective feedback; provided for practice.
- **Physical/Medical:** Used written plan (from OT or PT) for physical positioning; positioned and repositioned students; lifted and carried students; used a written plan (from OT or PT) to provide exercises; was aware of students' allergies; monitored bowel movements and urination; could manage a seizure; could perform CPR.
- **Other Personnel:** Could manage other adults in the classroom; scheduled activities for paraprofessionals; knew functions of other professionals (OT, PT, Speech); incorporated suggestions of other professionals into daily activities; communicated frequently with other professionals.
- **Parents/Guardians:** Communicated frequently with parents; included parents in planning process; had resources for use at home by parents.

Teacher behaviors that were associated most clearly with student gains (p .05) included the following:

- ***Used teacher aides to work one-to-one with students.***
- ***Used teacher aides to work with small groups of students***
- Used primary reinforcement.

Implications

Based on the students' and teachers' data, it may be concluded that teachers of profoundly handicapped students should have the following competencies:

- Ability to select and use assessment instruments that would analyze *both* the development level of the individual and functional abilities as related to chronological age performance. The most important areas of assessment would include communication, sensory, motor, social, and daily living skills. Assessment of functional abilities should be made in reference to domestic, community, leisure, and vocational environments.
- Ability to select and use curriculum guides that reflect instructional targets that are both developmentally appropriate and functionally useful in the areas of communication, sensory, motor, social, and daily living skills. Curriculum guides should reflect goals for the most normalized functioning in domestic, community, leisure, and vocational environments.
- Ability to use a range or sequence of instructional cueing and prompting including physical prompts, physical guidance, modeling and gestures, and verbal cues in a hierarchical fashion and to use different forms of positive reinforcement.
- Ability to control aberrant behavior including various forms of stereotyped behaviors, self-injurious behaviors, and aggressive behaviors through the use of differential reinforcement, stimulus control, and passive self-defense and management.
- Ability to provide physical management for the medically fragile, profoundly handicapped students. This would include techniques for lifting, carrying, positioning, exercising, feeding, managing seizures, and perhaps administering medication and being able to perform CPR.
- ***Knowledge of the roles and skills of support professionals including occupational and physical therapists, speech therapists, nurses, and dietitians.***
- ***Ability to work extensively with paraprofessionals including instructing, supervising, monitoring, providing feedback, and orchestrating their role as assistants to the classroom teachers.***

For more information about this project contact: Laverne Graves, Consultant, Bureau for Exceptional Students, Florida Department of Education, Knott Building, Tallahassee, Florida 32301.

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TRAINING STIPEND PROGRAM: IMPLEMENTATION IN A RURAL COMMUNITY MENTAL HEALTH CENTER

By Marlene Gilpin, Trainer
Copper Country Community Mental Health Services Board

Community based training of direct care staff in community residential units is the result of the deinstitutionalization movement in the state of Michigan and in the Copper Country which is in the remote rural Upper Peninsula of Michigan. The Copper Country Community Mental Health Services Board (CCCMHSB) has participated actively in the deinstitutionalization movement, and is presently serving clients with developmental disabilities in four residential units in the local community.

The recruitment, training and maintenance of direct care staff to work in community residential units in an isolated, rural area is a difficult proposition at best. Therefore, we were confronted with the need to create an innovative approach to recruitment and training. CCCMHSB established policies, procedures and incentives for training a direct care staff in community residential units providing services to the developmentally disabled clients through the *Training Stipend Program*. This pre-service comprehensive model of training utilizes the state-wide, standardized Group Home Curriculum developed, pilot tested and mandated by the Office of Resource Development, Michigan Department of Mental Health. The "Michigan Model" was specifically designed to prepare direct care staff to work in community based residential units. The goal of the Training Stipend Program is to provide the necessary knowledge and skills required by entry-level paraprofessional direct care staff prior to employment by CCCMHSB. In addition to attending the pre-service training sessions, trainees must meet the requirements of employment, complete the application, and provide references to be considered for the Training Stipend Program. The advertisements for employment placed in local papers and other publications include the requirements for the entry-level position, state that the stipend is payable upon successful course completion, and note that completion of the course is required for employment. During the two-week pre-service training a broad range of techniques and methods is used including: formal classroom sessions, self-directed study and assessment, in-home orientation, and practicum. Upon successful completion of the Training Stipend Program, trainees have the potential of employment with the CCCMHSB.

Successful completion of the Training Stipend Program does not guarantee employment with CCCMHSB. The in-home orientation and practicum does, however, provide the opportunity for the trainee to evaluate potential employment with the agency and for the agency to evaluate the trainee as a potential employee. Following the training and evaluation process, the residential unit administrators and the personnel director interviews each trainee. After the interview, a decision is made whether or not to hire the trainee as a residential care staffer.

The Training Stipend Program could be utilized by a community mental health center, school district, or any agency where training is mandated or required prior to employment. It is cost effective as the initial monies are only the stipend paid to each trainee upon successful course completion. Trainees who are hired as employees have been trained, screened by the evaluation process, and participated in the interview session. Staff training is playing an increasingly important role in the delivery of age-appropriate, least restrictive, and most normalized services in a community-based model as the standard of care and treatment goal. The Training Stipend Program is a method that can be used to best meet the current need for effective and efficient community training programs. For additional information please contact Marlene Gilpin, Trainer, Copper Country Community Mental Health Services Board, 901 W. Memorial Drive, Houghton, Michigan 49931 and for more information about the Group Home Curriculum developed by the state department contact Franklyn Giampa, The Office of Resource Development, Michigan Department of Mental Health, Lewis Cass Building, Lansing, Mighigan 48926.

CORRECTION: WE GOOFED AND WE APOLOGIZE

In the Fall 1987 issue of *New Directions*, we omitted the name of the author of "Oh! They Sent a Wheelchair!" She is Sandra R. Pinkerton, she is a Consultant and Advocate for the Rights of People with Disabilities. If you want to contact her about the article she can be reached at 505 North Avenue, Fort Lee, New Jersey.

ETHICAL CONSIDERATIONS FOR PARAPROFESSIONALS

Developed by Stan Vasa and Allen Steckelberg for the Teacher Assistance Program (Project TAP)

Paraprofessionals employed within special education programs spend a great deal of their time working directly with students. In order to protect the rights of both the students and their parents, paraprofessionals need to be aware of appropriate ethical behavior. It is the responsibility of administrators and teachers to ensure that paraprofessionals have the knowledge necessary to make appropriate ethical decisions; they should not assume that paraprofessionals are aware of the ethical issues involved in working with students, including those considerations unique to working with students with disabilities. Paraprofessionals need training and information about appropriate behavior and interactions with others. Through discussion and role-play, paraprofessionals can develop skills in making ethical decisions for a variety of situations that might arise.

As an integral part of the educational team, paraprofessionals have a commitment to maintain ethical standards of behavior in their relationships with students, parents, their supervisor, and other school personnel. A code of ethics provides guidelines for appropriate behavior.

The Project TAP staff has prepared the following list of Ethical Considerations for Paraprofessionals to be used as a training tool for preparing paraprofessionals for responsible decision-making. Paraprofessionals should:

- Engage only in instructional and non-instructional activities for which they are qualified or trained.
- Discuss a child's progress, limitations, and/or educational program only with the supervising teacher.
- Discuss school problems and confidential matters only with appropriate personnel, and only when students are not present.
- Respect the dignity, privacy, and individuality of all students, parents, and staff members.
- Refrain from engaging in discriminatory practices based on a student's disability, race, sex, cultural background, or religion.
- Take responsible action to insure that the best interests of individual students are being met.
- Serve as a positive role model for students in personal interactions and communicators.
- Use behavior management strategies that are consistent with standards established by the local school district and classroom teacher.
- Respect the confidentiality of information about students and not communicate progress or concerns about students to parents without authorization of the teacher.
- Refer concerns expressed by parents, students, or others to your teacher or supervisor.
- Represent the educational agency in the community and refrain from expressing negative opinions of the program and agency.
- Recognize that the supervisor has the ultimate responsibility for the instruction and behavior management of children and follow the directions prescribed by him/her. Express differences of opinion only when students are not present.
- Follow the grievance procedures outlined by the local school district.

For more information about Project TAP contact:
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Lincoln, Nebraska 68583-0738.

RESOURCES: A TRAINING PROGRAM FOR INSTRUCTIONAL PARAPROFESSIONALS

The NRC has produced a series of five training modules for paraprofessional personnel through a grant from the Division of Personnel Preparation of the Office of Special Education Programs, U.S.D.E. They are competency based and were pilot tested by local school districts in various demographic and geographic areas of the country.

Each module follows the same format and includes: **(1)** background/instructional material for trainers, **(2)** handouts for trainees, **(3)** suggested activities, exercises and training procedures and **(4)** information about supplemental resources. The complete series is available from the NRC at a cost of $15 including first class mail and handling charges. Make checks payable to: **The New Careers Training Laboratory** and send to the attention of Anna Lou Pickett, CASE/NCTL – Room 620N, 25 West 43rd Street, New York, NY 10036.

The titles of the five modules that make up the core curriculum for instructional paraprofessionals are:

I. Understanding the Roles and Responsibilities of Paraprofessionals

II. Understanding Students with Special Needs

III. Understanding the Rights of Students with Disabilities

IV. Understanding the Role of the Paraprofessional in the Instructional Process

V. Understanding Emergency, Health and Safety Procedures

COMMUNITY INTEGRATED TRAINING AND EDUCATION: AN ALTERNATIVE TO FACILITY-BASED SERVICES (C.I.T.E.)

By Nancy Magnus, Project Coordinator

Introduction

R.H.M.R. (Residential Home for the Mentally Retarded), the sponsoring agency for this project, has been providing educational and residential services to people with mental retardation for the past 24 years. Recently, the agency has renewed its commitment to providing integrated services by not only developing the C.I.T.E. program, but also by establishing an Emergency Residential Service program, and the development of several family homes for adolescents and adults.

The Community Integrated Training and Education (CITE) program is a family support program structured to provide education and training for children with mental retardation and their families. Prior to C.I.T.E., a family's only choice with regard to services that would meet their needs, was only through programs that required them to place their child in a facility-based service that included group homes, foster care and other residential options. Training programs and interventions are developed based solely on the needs identified by the parents or family in cooperation with C.I.T.E. assigned to work with them. The program also provides additional services such as communication training, occupational therapy consultation, health and nutrition counseling and social work services. And finally, the staff assists families by preparing them to participate more effectively in the I.E.P. process.

C.I.T.E. is not a service designed to supplement existing residential services for children and adults. Instead, it is a service delivery option designed to improve and strengthen care-giving skills in the family and to thereby reduce or delay decisions to place children outside their homes. Approximately 64% of the families receiving services from the program had considered residential placement prior to receiving the services available from C.I.T.E. Initial responses to the pro-active support services and activities offered by the program reveal that this is a viable alternative to residential placement.

All training takes place either in the home or during community-based activities. Therefore, all of the skills learned by the child, the parents or other primary caregivers are functional and relate directly to the family's and child's personal experiences. Skill development and education begin by providing direct training to the child/client. From there the trainer begins to work with the parent. In this way, parents or other caregivers are prepared to assume the responsibility for teaching self-help skills, developing independence and other positive behaviors. The program concentrates on flexibility and meeting the individual needs of the client in the best residential setting – their own home.

Population Served

Clients served in the C.I.T.E. program have been diagnosed as having a primary disability of mental retardation. Their ages range from 6 months to 22 years, and they reside in Hamilton County, Ohio. Many of the children and adults enrolled in the program have additional disabilities such as autism, cerebral palsy and visual impairment. Referrals for the program come directly from the parent(s) who is then interviewed to determine whether the services offered by the C.I.T.E. program are appropriate and will meet their needs. Based on the results of this interview, the C.I.T.E. coordinator and a social worker meet with the parents to determine what training and other services will be provided to the family and client and how it will be scheduled.

The Program

Essentially C.I.T.E. is structured to provide assistance in the form of specific education and training in areas such as increasing appropriate behavior, decreasing inappropriate behavior, the development of personal hygiene skills, dressing skills and eating skills. When the program begins for each client, all of the training with the child is provided by the program coordinator and/or a program trainer. A primary caregiver or parent is required to be present to observe the procedures the trainer uses. By using this approach the transfer of training techniques from the trainer to the parent will take place during the early stages of the program. Once the transfer of skills has occurred, the trainer becomes an observer and gradually fades the amount of assistance given to the parent.

The in-home training usually requires approximately 6-12 months, with ongoing contact being maintained with the family for as long as needed. During the first few months of intervention, program staff visit the home 2 to 3 times per week for 3 to 4 hour sessions per visit. Training schedules are determined by when the behaviors targeted for change occur. For example, if sleeping problems exist, program staff will work with the child and family during the time the child goes to bed. As parents become more adept at implementing the agreed upon procedures, time spent by program staff is gradually decreased.

Staffing

Staff in the C.I.T.E. program come from various back-

grounds and have different skill levels for working with children with mental retardation. The trainers are high school graduates. They are provided with intensive inservice training in the areas of behavior management, family dynamics, community skills, conflict management and First Aid training. Supplemental training is arranged as the need arises. The Project Coordinator is a Masters level teacher certified by the state of Ohio and has extensive experience in both a classroom setting and residential environments. Consultative staff are utilized on an as-needed basis, and include a communication specialist, occupational therapist, registered nurse, social worker and behavior management specialist.

Conclusion

The development of the C.I.T.E. program has not been an easy process, primarily because of the preconceived notion that services for children with mental retardation need to be associated with a center, or specialized facility. Results of the initial evaluations of the project reveal that the program has proven beyond anyone's expectations that relevant, worthwhile education can take place without removing an individual from the natural environment, or by developing a specialized artificial environment that would tend to isolate and separate a person from the mainstream of the community.

For more information about funding sources, evaluation results and other administrative concerns associated with the C.I.T.E. program contace: Nancy Magnus, R.H.M.R., 3030 West Fork Road, Cincinnati, Ohio 45211.